Ensuring Alignment of a Catholic Institution with *Ex Corde Ecclesiae* and Founders’ Mission and Vision: An Exploratory Investigation
De La Salle College of Saint Benilde

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Research Abstract:

The study investigated on the alignment of De La Salle-College of Saint Benilde (DLS-CSB), a Catholic Institution with *Ex Corde Ecclesiae*, Catholic social teachings, together with the Founders’ Mission and Vision. This is an exploratory investigation of De La Salle College of St. Benilde’s Management courses.

This was done through document analysis of management courses and curriculum/flowcharts based on the criteria used by Naughton and Bausch (1996), a survey of students, administrative staff/faculty referred to as Benildean Partners viz a viz their actions and beliefs regarding Catholic social teachings (CST) and interviews of key informant administrators who have strong involvement in the integration of the founders’ mission and vision.

Results revealed strong alignment of DLS-CSB’s Management Courses with that of *Ex Corde Ecclesiae*, Students and Benildean Partners explicitly believes and acts according to CST, and the Founders’ mission and vision are fully integrated with initiatives for encompassing societal benefit.

Introduction:

Exploratory research is defined by Burns and Groove (2001:374) as research conducted to gain new insights, discover new ideas, and for increasing knowledge of the phenomenon. It is a “type of research conducted for a problem that has not been clearly defined. Exploratory research helps determine the best research design, data collection method and selection of subjects. It should likewise draw definitive conclusions only with extreme caution. Given its fundamental nature, exploratory research often concludes that a perceived problem does not actually exist.”

To place everything in the right perspective and smoother flow of the discussions, we would like to mention the following information about the De LaSalle-College of St. Benilde (DLS-CSB).

De La Salle Philippines
Mission & Vision statements

De La Salle Philippines is a network of Lasallians in the sector of the Philippines established to facilitate collaboration in the La Sallian Mission and the promotion of the spirit of faith, zeal for service, and communion in mission that together are at the heart of the journey of our Founder, John Baptist de La Salle is committed to building up educational communities that demonstrate commitment to the people, especially those who are poor, by providing them with

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1 Stella Rodriguez, “Freelancer”, SEO Care, 2014
access to a human and Christian education that enables them to participate in the transformation of society\(^2\)

**The Lasallian East Asia District (LEAD) – Mission**

To this end we commit to:\(^3\)

- Forge dynamic structures, effect creative programs and processes and build communities that sustain the viability and vitality of the Lasallian mission in the District
- Revitalize and seek, new forms of educational ministry that are in service of youth, especially the poor and those at risk
- Continually form Brothers and partners towards a deeper understanding of our Lasallian vocation and a more profound commitment and association for mission
- Accompany our young men to consider the vocation of a Brother through the witness of our spiritual, fraternal and apostolic life, and to commit themselves to pursue the ministry and mission of St, Baptist de La Salle
- Judiciously manage and mobilize resources to pursue our existing and prospective mission and apostolate

The Lasallian East Asia District (LEAD) is composed of Hong Kong, Japan, Malaysia, Myanmar, Philippines, Singapore and Thailand.\(^4\)

**The Lasallian East Asia District (LEAD) Vision**

A fraternal and cohesive District, with members who are willing collaborators in building truly human communities amidst the diversity of faith traditions, culture, educational and political-economic systems and that reflect the values of God’s Kingdom as expressed in the Gospel;

Constantly searching for and effecting ways to better fulfill the Lasallian Mission of providing a human and Christian/Spiritual education to the young especially the poor and those at risk in the context of new forms of interdependence on international levels

DLS-CSB Statement of Identity-Faithful to our Catholic heritage and inspired by our Founder Saint John Baptist de La Salle and Patron Saint Benilde Romancon, De La Salle College of Saint Benilde is a community of learners that fosters the holistic development of persons for the service of society and the Church.\(^5\)

**DLS-CSB Vision & Mission**

\(^2\) Benilde Student Handbook, 2013-2016
\(^3\) Benilde Student Handbook, 2013-2016
\(^4\) Benilde Student Handbook, 2013-2016
\(^5\) Benilde Student Handbook, 2013-2016
De La Salle College of Saint Benilde is committed to building a just and humane society by being at the forefront of innovative education that is accessible to the poor and diversely-gifted learners.6

Background:

“In June 2002, the National Conference of Catholic bishops approved guidelines requiring Catholic theologians at Catholic Colleges to obtain ecclesiastical license from their bishops before they can teach. This license will ensure that they teach "authentic catholic doctrine" to their students. This requirement originated in Ex Corde Ecclesiae in 1990. Ex Corde Ecclesiae in 1990 was meant to reinforce the ties between the Vatican and the Catholic institutions of higher education.”7 Hence, as research enthusiasts and faculty members of a catholic social institution such as DLS-CSB we thought of verifying if the Management Courses offered by the school are aligned with that of Ex Corde Ecclesiae, Catholic social teachings together with its Founders’ Mission and Vision

Furthermore, we would like to verify if the Catholic Social Teachings are actually imbibed and are being demonstrated or manifested altogether by the Benildean Partners and most specially by the Students by way of personal examination of their conscience and are currently aware and can explicitly list their future initiatives, plans, programs and projects to support or perform actions for greater encompassing societal benefits. Moreover, we want to further validate if the school’s plans, programs or projects ensure the alignments thru key informant interviews (KII) of the school’s administrators, who are supposed to be responsible for ensuring and integrating the Founders’ Mission and Vision in the school’s initiatives.

Statement of the Problem:

1. What is the level of alignment of DLS-CSB’s management course offerings with that of Ex Corde Ecclesiae, Catholic social teachings and the Founders’ Mission & Vision?
2. What are the School’s activities or programs to ensure the alignment?
3. To what extent do Benildean Partners and Students manifest or practice Catholic Social Teachings?

Methodology:

The methodologies employed are a mix of both quantitative and qualitative types through a survey of Benildean Partners and Students on to what extent do they practice or manifest Catholic social teachings of virtues and values thru examination of conscience and listing of actual manifestations and future initiatives.

The researchers also conducted key informant interviews of officers / administrators of CSB concerned Offices responsible for integrating the Founders’ Mission and Vision in the school’s varied current projects, programs and future plans for validation purposes.

6 Benilde Student Handbook, 2013-2016
Document reviews of the SMIT Management Courses / flowcharts are based on “4 Criteria such as the Management of Liberal Arts, Management of Vocation, Management of Profession and Management of Service”\(^8\) which were developed by Naughton & Baush, 1996. These four (4) criteria are in line with that of Ex Corde Ex Ecclesiae.

In a nutshell, the study utilized the mixed method of analyzing the data obtained from document reviews, survey and key informant interviews.

The respondents of the survey were composed of the students, staff, and faculty referred to as Benildean Partners of the DLS-CSB’s School of Management and Information Technology (SMIT) Courses. Part I of the survey tool fielded was to examine the conscience of the respondents based on their responses to statements of the Catholic social teachings composed of eight (8) categories as follows: A. Life and Dignity of the Human Person; B. Call to Family, Community, and Participation; C. Rights and Responsibilities; D. Option for the Poor and Vulnerable; E. The Dignity of Work and the Right of Workers; F. Solidarity; G. Care for God’s Creation; and lastly H. Fidelity to Catholic Social Teachings. Then, Part II requested the respondents to list down explicit examples wherein they have shown and manifested action or support to the above-cited CST virtues. Also, they were asked of their future support or actions towards these virtues.

On the key informant interviews conducted with the officers or administrators of DLS-CSB Offices who take a major role in ensuring alignment of the above-cited virtues with the Founders’ mission and & vision, the objective was to investigate alignment, analyze existing documents on the course descriptions and module topics of various management courses across all the different SMIT Programs.

**Survey Results with Interpretations:**

The survey was fielded to a total of 142 respondents composed of 112 Students and 30 Administrative Staff and Faculty Members referred to as Benildean Partners.

\(^8\) Michael J. Naughton and Thomas A. Baush, “Integrity of a Catholic Management Education” in California Management Review (California, 1996), 120.
Respondents’ Profile: Classification

Total No. of Respondents - 142

- Benildean Partners: 30 (21.13%)
- Students: 112 (78.87%)

Respondents’ Profile: Civil Status

Benildean Partners

- Married: 17 (56.67%)
- Single: 13 (43.33%)

Students

- Married: 112 (100%)
Respondents’ Profile: Age Group

Benildean Partners

- 15-25 years old: 3 (16.67%)
- 26-35 years old: 5 (23.33%)
- 36-45 years old: 10 (46.67%)
- 46-55 years old: 7 (33.33%)

Students

- 15-25 years old: 112 (100%)
- 26-35 years old: 16 (14.55%)
- 36-45 years old: 27 (24.07%)
- 46-55 years old: 4 (3.57%)

Respondents’ Profile: Tenure / Stay in CSB

Benildean Partners

- <1-5 years: 3 (16.67%)
- 6-10 years: 6 (33.33%)
- 11-15 years: 3 (16.67%)
- 16-20 years: 18 (100%)

Students

- <1-5 years: 112 (100%)
- 6-10 years: 11 (9.82%)
- 11-15 years: 21 (18.47%)
- 16-20 years: 79 (69.58%)
Survey Results Part I: Quantitative on the examination of conscience in light of Catholic social teachings

The Benidean Partners and the students have to indicate to what extent they practice the following virtues by rating themselves using the scale of 1-5. To cite:

1= Never
2=Seldom
3=Occasionally
4=Frequently; and
5=Always

Catholic social teachings virtues/values were categorized as follows:

A. Life & Dignity of the Human Person
B. Call to Family, Community & Participation
C. Rights & Responsibilities
D. Option for the Poor & Vulnerable
E. The Dignity of Work & Rights of Workers
F. Solidarity
G. Care for God’s Creation
H. Fidelity to Catholic Social Teachings
ACTUAL SURVEY RESULTS:

A. Life & Dignity of the Human Person:

Interpretation: The majority of the Benildean Partners and students do uphold the life and dignity of the human person.
B. Call to Family, Community & Participation

**Interpretation:** Benildean Partners & Students fully supports both Family & Community. Respondents are highly engaged.
C. Rights & Responsibilities

**Interpretation:** Both Benildean Partners & Students recognizes and upholds the Rights & Responsibilities of the Human Person.
**Interpretation:** Benildean Partners & Students gives special attention to the needs of the poor and vulnerable and even engages in service and advocacy work that protects the dignity of the poor and vulnerable.
E. The Dignity of Work & the Right of the Worker

**Interpretation:** The Benildean Partners are conscientious workers and preserve the rights of co-workers, while the majority of the students understandably have none or very little experience in working, yet except for some of the working students and/or scholars of the college.
F. Solidarity

**Interpretation:** The Benildean Partners and Students have genuine concern for others, are attentive to local neighbors and across the globe. They consider all members of the human family as their brothers and sisters. In their spirituality, they lift up vulnerable people throughout the world in prayers.
G. Care for God’s Creation

**Interpretation:** Benildean Partners and students care for God’s creation recognizing the fact that the poor and vulnerable are most at risk from environmental problems. They are supportive to conservation practices of the earth’s resources for the generations to come.
PART II: Qualitative
A. From the Benildean Partners’ and Students’ experiences, they have to list down how they showed/demonstrated/manifested the Catholic social teaching virtues and or values.

The identified themes for the different categories are as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Life &amp; Dignity of the Human Person</td>
<td>Value for life or value for peoples’ dignity and value for equality.</td>
</tr>
<tr>
<td>B. Call to Family, Community &amp; Participation</td>
<td>Doing charitable work/community involvement/outreach; for the family is to provide assistance andLastly for the participation aspect is to having advocacy for community work.</td>
</tr>
<tr>
<td>C. Rights &amp; Responsibilities</td>
<td>Tolerance for people/their freedom; awareness of one's rights and others and Lastly, advocacy to help others in advancing their human rights.</td>
</tr>
<tr>
<td>D. Option for the Poor &amp; Vulnerable</td>
<td>Giving donations or alms; spending time and paying attention to the poor and vulnerable; advocacy for preference for the poor and continuously saying prayers for the destitute and less privileged.</td>
</tr>
<tr>
<td>E. The Dignity of Work &amp; Rights of Workers</td>
<td>Belief in equality and fairness; respect/treat well/have good relationship with co-workers; compliance with law re employment; rewarding people and lastly advocacy/believes in workers' rights.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. Solidarity</td>
<td>Spending time with others; belief in humanity as family; advocacy to provide help/donation or time; praying for community and mending relationships.</td>
</tr>
<tr>
<td>G. Care for God’s Creation</td>
<td>Preservation of environment; exerting effort to prevent waste (e.g. recycle, reuse etc.); advocacy to environment protection and lastly, praying for community.</td>
</tr>
<tr>
<td>H. Fidelity to Catholic Social Teachings</td>
<td>Belief in Catholic social teachings (i.e. Blessed Trinity; God the Father, Son &amp; Holy Spirit or Belief in God/Supreme Being</td>
</tr>
</tbody>
</table>

B. What future initiatives can the respondents think of in line with the CST virtues or values which they are willing to support or perform for the good of the society?

The identified themes on environment protection and preservation are: Advocacy to make this world a better place, poverty alleviation and assistance to poor and charity work for the community.
Document Review:

The researchers reviewed existing documents on courses, subjects or curricula based on the 4 criteria of the Catholic Integrity and Identity which was developed by Naughton and Baush in 1996. To enumerate:

1. Management as Liberal Arts (Integrating Liberal Arts and Management)
2. Management as Vocation (Integrating Faith and Work, Christian Social Tradition)
3. Management as Profession (Integrating principles and techniques)
4. Management as Service (Integrating Management and Society)

The following table refers to the typology of the School of Management and Information Technology (SMIT)-Management Courses and Subjects/Curricula using the developed four criteria of Naughton and Baush in 1996. The table shows that the DLS-CSB’s course offerings strongly match with the developed criteria and so much so with that of the Ex Corde Ecclesiae.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Course Codes</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Management as Liberal Arts</td>
<td>AESTHET, PHILITS, MANALOG FILIP 13, FILIP 11, JOSERIZ, GEPSCHE</td>
<td>7</td>
</tr>
<tr>
<td>(Integrating Liberal Arts and Management)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Management as Vocation</td>
<td>BIBSTUD, DYNAREL, RECONSE, CATWOR CSBLIFE</td>
<td>5</td>
</tr>
<tr>
<td>(Integrating Faith and Work, Christian Social Tradition)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Management as Profession</td>
<td>MANSTRA, PRINMAN, PRINMAR, PERMANA, HUBEORG, PRINACT1, PRINACT 2, PRINACT 3, ACCMANA, BUSSFIN, BINTAXA, QUALITY, QUANTI, PRODUMA BUSLAW 1, BUSLAW 2, ORGACOM, OFC-MGT, OFCPRO1 CORWRIT, TECHWRIT, ELEMSTA, THESIS 1 &amp; 2, CSBGRAD</td>
<td>24</td>
</tr>
<tr>
<td>(Integrating principles and techniques)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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4. Management as Service

(Integrating Management and Society) NSTP-01, NSTP-02, CORPRES, COMMUNITY SERVICE ECONOMY, BUSECON, POLIGOV INSOCIO

Key Informants interviewed were Officers and Administrators of concerned offices responsible in ensuring integration and alignment of the school activities with that of the Founders’ mission and vision are:

1. Vice Chancellor for Lasallian Mission and Student Life
2. Human Resource Department
3. Department of Student Life
4. Center for Social Action
5. SMIT-Dean’s Office.

Implications/Recommendations:

1. The study will serve as a starting point to regularly review the college’s management subject offerings/courses and programs / practices viz a viz: it’s alignment with Ex Corde Ecclesiae, CST and the Founder’s Mission and Vision.

2. DLS-CSB, being a catholic school can reinforce and/or further improve the current programs and initiatives of the college geared towards alignment with Ex Corde Ecclesiae, CST and the Founder’s Mission and Vision for the benefit of all its stakeholders.
Conclusions:

Considering all the findings of our study, it is evident that the Management Courses of De La Salle-College of Saint Benilde (DLS-CSB), as a Catholic Social Institution are aligned with the criteria extracted from Ex Corde Ecclesiae by Naughton & Bausch (1996).

Survey results revealed that the Benildean Partners and Students uphold and practice the virtues and values in line with the Catholic Social Teachings. Lastly, interviews conducted with key informants indicate that the practices, programs and projects of DLS-CSB strongly support the Founder’s Mission and Vision.
BIBLIOGRAPHIES


OTHER SOURCES

Benilde Student Handbook, 2013-2016
DLS-CSB Department of Student Life Academic Extension Program- NSTP Curriculum, 2011
SMIT flowcharts 2014
SMIT Management Courses 2014 Syllabi

ATTACHMENT:

Survey tool Used

Biography:

Zayda M. Marquez, CCC is currently a faculty of DLS-CSB’s School of Management and Information Technology (SMIT)-Human Resource Management Program and a seasoned HR Trainer and Consultant for various Government and Non-Government Institutions. She has occupied a board directorship position with Philippine Society for Training & Development and the SFI CareerCenter. She is a very loyal and accomplished retiree of Manila Electric Company.

Siegfred C. Javelosa, MBA is a full-time faculty in the Human Resource Management Department of De La Salle College of St. Benilde. Prior to his current post, he held senior HR positions in different multi-national companies in the Philippines and abroad.